

"Motown," it was Barry Gordy who made the "Motown Sound" come alive and made Detroit a major entertainment capital in the United States. People are still "Dancin' in the Streets" in Detroit and throughout the country to sounds of The Supremes, The Temptations, The Four Tops, Smokey Robinson and the Miracles, the Jackson Five and many more Motown Artists. Detroit is also home to the Queen of Soul, Ms. Aretha Franklin. Now, how's that for a little "R-E-S-P-E-C-T."

Mr. Speaker, there are many more wonderful things about my City, and they are listed in legislation that I, Mr. CONYERS and the entire Michigan Congressional Delegation are introducing today commemorating and congratulating the City of Detroit on the occasion of its tricentennial. I am also gratified to note that similar legislation will be introduced in the Other Body.

In offering this legislation, I am pleased that it has the support of the entire Michigan Congressional Delegation. I thank my Michigan colleagues for their support, and I urge my colleagues in the House to support the passage of this resolution.

TO AUTHORIZE THE AMERICAN FRIENDS OF THE CZECH REPUBLIC TO ESTABLISH A MEMORIAL IN HONOR OF TOMAS GARRIGUE MASARYK, THE FIRST PRESIDENT OF THE CZECH REPUBLIC, H.R. 1161

HON. BENJAMIN A. GILMAN

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. GILMAN. Mr. Speaker, I rise today to introduce a bill that will authorize the American Friends of the Czech Republic to establish a memorial in our nation's capital to honor Tomas Garrigue Masaryk, the first president of Czechoslovakia. This bill celebrates his life's achievements and his quest for democracy, peace, freedom, and humanity. The statue of Mr. Masaryk will immortalize a good friend of the United States and a pioneer for world democracy. Tomas Masaryk exemplifies the democratic ideal best expressed by his words, "Not with violence but with love, not with sword but with plough, not with blood but with work, not with death but with life—that is the answer of Czech genius, the meaning of our history and the heritage of our ancestors."

Mr. Speaker, Tomas Garrigue Masaryk, the first president of Czechoslovakia, stands out in history as the best embodiment of the close ties between the United States and Czechoslovakia. He knew America from personal firsthand experience from repeated trips as a philosopher, scholar and teacher, spread over four decades. He taught at major universities in the United States, and he married a young woman from Brooklyn, NY, Charlotte Garrigue, and carried her name as his own. For four decades he saw America progress from pioneer beginnings to the role of a world leader. Masaryk's relationship with America is best illustrated by his writing, speeches, interviews, articles and letters found in our national archives—notably the Library of Congress

Masaryk's relationships with Secretary of State Lansing, Colonel House and most notably President Woodrow Wilson, led to the recognition by the United States of a free Czechoslovakia in 1918. For six months Masaryk traveled throughout the United States writing the Joint Declaration of Independence from Austria that was signed in Philadelphia and issued in Washington on October 18, 1918, where he was declared the President of Czechoslovakia.

Today, Masaryk stands as a symbol of the politics of morality and the purpose of a true nation state. A steadfast disciple of Wilson, Lincoln and Jefferson it is befitting that he be honored as a world leader and friend of the United States by a monument to his work.

Mr. Speaker, I want to point out that Tomas Masaryk was among the few Czech intellectuals who vigorously attacked the ritual murder trial of a Jew, Leopold Hilsnor in 1899, and resulted in the release from prison of Mr. Hilsnor in 1916. Under his presidency the overwhelming majority of Czechoslovakian Jews preferred to stay in Czechoslovakia because they felt secure in the new state under his humanitarian and liberal regime. The American Jewish Committee singled out President Masaryk in its report on Czech-Israeli Relations hailing him as a man "who supported openly the Zionist idea and became the first president of a state who ever visited the pre-war Palestine. Streets and squares in Israel are named after him as well as a kibbutz."

My legislation authorizes that a memorial sculpture to Tomas Masaryk be established in a park, just steps away from the location of the former Hotel Powhattan, on Pennsylvania Ave, N.W. where President Masaryk at one time resided and met with officials of the Woodrow Wilson Administration. It is a fitting site to remember this champion of democracy.

Mr. Speaker, I want to bring to the attention of my colleagues that this bill will not cost the taxpayer nor the U.S. government any monies but, rather, all expenses for the memorial will be borne by the American Friends of the Czech Republic.

I want to express my appreciation to Milton Cerny, President of the American Friends of the Czech Republic, his distinguished Directors, Advisors and Sponsoring Organization for the support of this legislation. Accordingly, I urge my colleagues to cosponsor this bill, and pass the legislation during this session of Congress. Please join with me in paying tribute and homage to Tomas Masaryk, an outstanding champion of democracy.

A BILL To authorize the American Friends of the Czech Republic to establish a memorial to honor Tomas G. Masaryk in the District of Columbia.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. AUTHORITY TO ESTABLISH MEMORIAL.

(a) IN GENERAL.—The American Friends of the Czech Republic is authorized to establish a memorial to honor Tomas G. Masaryk on the Federal land in the District of Columbia described in subsection (b).

(b) LOCATION OF MEMORIAL.—The Federal land referred to in subsection (a) is the triangle of land in the District of Columbia that is bordered by 19th Street, NW., H

Street, NW., and Pennsylvania Avenue, NW., and designated as plot number 30 in area II on the map numbered 869/86501 and dated May 1, 1986, and which is located across H Street, NW., from the International Bank for Reconstruction and Development.

(c) COMPLIANCE WITH STANDARDS FOR COMMEMORATIVE WORKS.—The establishment of the memorial shall be in accordance with the Commemorative Works Act (40 U.S.C. 1001 et seq.).

(d) LIMITATION ON PAYMENT OF EXPENSES.—The United States Government shall not pay any expense for the establishment of the memorial.

TRIBUTE TO SHELLY LIVINGSTON

HON. HENRY J. HYDE

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. HYDE. Mr. Speaker, Today I bring attention to a valuable member of my International Relations Committee staff, Shelly Livingston, who is retiring tomorrow. Shelly has worked on the Committee for over 25 years, serving under six chairmen. When Shelly started with the Committee in 1974, Thomas "Doc" Morgan was Chairman. Clem Zablocki, Dante Fascell, Lee Hamilton, and BEN GILMAN were fortunate to have Shelly work for them. In her capacity as our fiscal and budget administrator, she has been invaluable in her knowledge of the House rules, and the complexities of everything from personnel procedures and health care options to payroll and travel vouchers.

Actually, Shelly started her career here on Capitol Hill right out of college in 1973 working as a Capitol tour guide—one of the "red coats" as she likes to refer to her former position.

She has served as treasurer for the U.S.-Mexico Interparliamentary Group for over 20 years, and many members know her from having traveled with her.

Without Shelly's hard work and dedication, we would not have our state-of-the-art audio visual main committee hearing room. Shelly spent many long hours ensuring that this major renovation project ran smoothly.

Shelly has been indispensable in putting together the bi-annual committee budget since 1980. She has a keen mind for numbers, and has been able to work in a bipartisan manner with all members and staff. Her expertise and institutional memory will be missed.

Shelly is a die-hard Texan, who is going to retire tomorrow and spend the next couple of years travelling around the world. We thank her for her service and dedication to this institution, and I know I speak for many on both sides of the aisle when I say we will miss her witty humor and loyal friendship.

We wish her well, and know that with her great love for the arts, she will be doing interesting work in the future.

CELEBRATING GREEK
INDEPENDENCE DAY

HON. MICHAEL E. CAPUANO

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. CAPUANO. Mr. Speaker, I am honored to pay tribute once again to the citizens of Greece on the occasion of their 180th anniversary of independence on Sunday, March 25th. Coincidentally, March 25th also marks the important religious holiday of the Feast of the Annunciation celebrated by most Greek-Americans. The history and culture of people of Greek heritage has impacted the lives of countless people throughout the world, and it is important that we recognize their contributions to mankind and the principles of democracy.

After suffering more than 400 years of oppression under the Ottoman Empire, the people of Greece commenced a revolt on March 25th 1821. Many dedicated, patriotic Greeks lost their lives in the struggle which lasted over 7 years. Ultimately, the freedom the Greeks fought so hard for was courageously achieved, and the Hellenic Republic, commonly known as Greece, was born.

Historically, Greece has been a dedicated United States ally. A fierce supporter during World War II, Greek soldiers fought beside Americans to preserve democracy and independence. For almost half a century, Greece has stood beside the United States as an active and important member to NATO. It has consistently proved to be a valuable player in preserving security in the Mediterranean.

Greece has influenced our society in many ways. Greece is the birthplace of democracy, the foundation of American principles. No doubt, without Greece's influence, the United States would be a completely different country today.

I am all too familiar with the positive contributions that are continually being made by Greek-Americans around the country. I am particularly proud of the fact that nearly 7,000 people in the Eighth Congressional District of Massachusetts are of Greek descent. Throughout the neighborhoods in Boston, Wattertown, Cambridge, Chelsea, Belmont, and my hometown of Somerville, Greek-Americans are one of the most active groups in politics and community service. The Hellenic Cultural Center, the Greek Orthodox Church and other Greek-American organizations in the district are working to improve education, healthcare, and the environment.

As the Greeks celebrate their day of independence, I hope all Americans will take a moment to reflect on the valuable contributions that both Greeks and Greek-Americans have bestowed on our own country. This is the least we can do for a people who gave us the democratic concept of civilization and have continued to impact our communities and daily lives.

EXTENSIONS OF REMARKS

INTRODUCTION OF LEGISLATION
TO EXTEND AND IMPROVE THE
NATIONAL WRITING PROJECT

HON. GEORGE MILLER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. GEORGE MILLER of California. Mr. Speaker, I am pleased today to join my colleagues Mr. WICKER, Mr. KILDEE, Mr. CALAHAN, Ms. WOOLSEY, and Mr. KINGSTON in introducing legislation to extend and improve the National Writing Project.

The knowledge and skill of a child's teacher is the single most important factor in the quality of his or her education. The National Writing Project is a nationwide program that works to improve students' writing abilities by improving the teaching of writing in the nation's schools.

The National Writing Project serves a remarkable number of teachers and students on an exceptionally small budget.

Last year, the National Writing Project trained 212,724 teachers and administrators nationwide through 167 writing project sites in 49 states, Washington, DC and Puerto Rico. It has served over two million teachers and administrators over the last 25 years.

For every federal dollar it receives, the National Writing Project raises about \$7.00 in matching grants. This makes the National Writing Project one of the most cost-effective educational programs in the country.

Furthermore, a national staff of only two people administers the National Writing Project. The use of limited federal funds to leverage large private investments is the most efficient way to use the budgeted funds available for the greatest possible return.

The National Writing Project works. For example, in Chicago, students of National Writing Project teachers have shown significantly higher gains on the Illinois Goals Assessment Program writing tests when compared to student performance citywide. In an urban Sacramento, California high school, student performance on local writing assessments rose from lowest to highest in the district after an influx of National Writing Project teachers to the school, and college enrollment among this school's senior class rose 400 percent.

The National Writing Project has received similarly impressive results all across this country. In fact, the National Writing Project has received glowing reviews from the Carnegie Corporation of New York, the National Council of Teacher Education, the Council for Basic Education, and independent evaluators.

The National Writing Project is efficient, cost-effective and successful. I look forward to working with my colleagues in enacting this important legislation.

21ST CENTURY HIGHER EDUCATION
INITIATIVE

America's Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribally Controlled Colleges have provided millions of Americans from all backgrounds with rich and enduring higher education opportunities. They have developed innovative academic strategies, supported cutting edge research, and launched the ca-

March 22, 2001

reers of millions of today's leaders including scientists, doctors, teachers, lawyers, artists, entrepreneurs, and community and religious leaders.

Today, these institutions face new challenges as they help prepare a new generation of Americans for the 21st century. To ensure that all Americans have access to high quality education, we must ensure that all students have the financial assistance and support to start and stay in college. And we must ensure that all higher education institutions have the resources to perform vital research, succeed and prosper.

The "21st Century Higher Education Initiative" will substantially expand college opportunity through student aid and early intervention efforts; double resources to strengthen the infrastructure of minority-serving institutions; and harness the strengths of minority-serving institutions to prepare teachers and the high-tech workforce of tomorrow. It will:

Help Make College Affordable for All Americans. Since the passage of the GI Bill of Rights, the federal government has been a key partner to states and colleges to give all students access to higher education. Millions of Americans from low and middle-income families have attended college because of federal financial aid. Despite record levels of college enrollment, however, students from poor families who graduate from high school attend college at half the rate students from affluent families. Among low-income students, minority students earn bachelor's degrees at a substantially lower rate than white students. This disparity of opportunity is unacceptable. To help remedy it, the Initiative would:

Restore the purchasing power of Pell grants. The maximum Pell grant would increase from \$3,750 to \$7,000 over three years. Pell grants provide critical access to higher education, and are particularly important for minority students: About 45% of African-American and Hispanic students at four-year colleges depend on Pell grants, compared to 23% of all students. The purchasing power of the maximum Pell grant has eroded from 84% of the cost of a public university in 1976 to 39% today; a \$7,000 grant would restore its purchasing power.

Increase the Supplemental Equal Opportunity Grants by over \$300 million over three years. The SEOG program provides critical grant assistance to low-income students whose need is not fully met by Pell grants. The initiative would authorize \$1 billion for SEOG.

Increase Federal Work-Study by \$300 million over three years. This critical program leverages private-sector resources to allow students to earn money for college while learning responsibility and work skills. By connecting students with their campus communities, work-study has been shown to encourage students to continue their education.

Promote High School Completion as a Gateway to College. Too many young Americans drop out of college while they are still in middle or high school. Only 62 percent of Hispanics in their late twenties have a high school diploma, compared to 88 percent of all Americans.

The U.S. Department of Education has found that the intensity of high school curriculum is the single strongest predictor of college success. And one-third of college freshmen need remedial classes; these students are 60 percent less likely to complete college. The Act would:

Implement sustainable dropout prevention strategies at high schools, based on similar